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Augmenting the adjustment of new pupils to new school situations was a major concern of the original proposal to the Ford Foundation. School counseling services were provided at designated elementary and junior high schools to receive, study, counsel, and place students. The resources were made available to others also. Counselors at all three project schools assumed major responsibility for facilitating communication between home and school. They conducted evening discussion groups, adult school courses, and home visits. Approximately 90 children with acute behavior problems participated in intensive individual and group counseling programs with the Project counselor, who received referrals directly from teachers whenever the situation dictated. In the junior high school, fifteen boys were seen regularly by the counselor. The evaluative information was contributed by professional staff opinions, a counselor grade study, and newcomer enrollment reports. The evaluation sought to determine the effectiveness of the reception program, enrollment trends and characteristics of newcomers. The effectiveness of counselors in improving behavior and attitude problems and in improving grades and home-school communication was also studied. Counseling services for newcomers were rated very highly by the staff; most newcomers' families were not new to the general area and many had families not totally intact. The magnitude of newcomer load would warrant continued provision of such service. No trends toward better or poorer grades were noted for counseling subjects; however, consideration of their negative expectancy made the fact of <u>no decline</u> an indication of the success of the program.							
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REPORT ON THE EVALUATION OF THE INTERAGENCY SCHOOL PROJECT'S COUNSELING PROGRAM
AT ELEMENTARY AND JUNIOR HIGH SCHOOL

I. INTRODUCTION

Augmenting the adjustment of new pupils to new school situations was a major concern referred to in the original proposal to the Ford Foundation. This proposal specified that school counseling services would be provided at designated elementary and junior high schools to receive, study, counsel and place students.

The problems related to newcomers and the compensatory course of action suggested are outlined in the following quotation from the Proposal:

"At present, newly arrived students are enrolled and assigned to classes with necessarily minimal attention to their particular abilities and needs. Unavoidably, students are often misplaced, especially when they arrive, as so many do, without transcripts or records or previous work. Little can be done to fit the student to the school or the school to the student on an individual basis.

"The reception staff will aim to individualize the placement of the new pupil. It will assess his achievement level and capacities, counsel him, and arrange for remedial work or guidance as may be indicated. Parents will be interviewed and an attempt made to enlist their cooperation with the school."

The Project counselors devoted an appreciable portion of their schedules to programs for newcomers. The basic characteristics of these programs corresponded to the original Proposal specifications.

Services were made available to others also. In communities where the incidence of newcomers and/or disturbed children is high, both teachers and administrators frequently find it impossible to communicate as fully as they

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would like with parents on problems of mutual concern, i.e., student behavior, attitudes, and progress. The counselors at all three Project schools have assumed major responsibility for facilitating communication between home and school. They have endeavored to insure a greater degree of parent understanding regarding the nature of school programs, their goals, and the best avenues of insuring adequate progress by their children. All three counselors have conducted a number of evening discussion groups, adult school courses, and a program of home visitation. Through these avenues it has been possible to enlist the cooperation of a number of parents, even several parents with whom previous routine communications (letters, notes, etc.) had been ineffective. The counselors found that many seemingly uncooperative parents will, after an initial personal contact by a school counselor, return on subsequent occasions requesting information or to consult with teachers.

There has been a clear need in Project schools for programs to deal with children exhibiting disturbed and/or disturbing behavior. Approximately 90 children at the two elementary schools have been involved in intensive individual and group counseling programs with the Project counselor. Contacts with the counselor have been at least once per week and in many cases two regular sessions. These regular visits are often punctuated by individual visits which may be needed as indicated by teacher consultation and/or counselee requests. These children have been characterized by overly aggressive, explosive, acting-out behavior patterns. Other children have problems of extreme passivity. Meeting the needs of all of these children has been the goal of the counseling programs.

The presence of counselors in the schools has made it possible to institute immediate remedial action in acute behavior problem situations.

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Counselors have been available to receive referrals from teachers whenever the situations dictated without disturbing the principals whose schedules are already heavily loaded with equally important matters.

In the junior high school during this second year of the Project, fifteen boys have been seen regularly throughout the year by the counselor made available by the Interagency Project funds. These boys were identified early in their seventh grade year as being students who were having a great deal of difficulty in adjusting to the junior high school setting, had long records of poor school adjustment, and were probable dropouts. Many of these boys' problems were accentuated by certain difficulties in home-school communication and in student feeling about themselves and the school. The counseling program included group discussions, individual consultation, parent contacts at school and home, providing flexibility in programming, and regular consultation with teachers.

Counselors at all three schools assumed the responsibility for augmenting existing student government programs, leadership development programs, and other school morale building activities.

II. PROBLEM

The determination of the impact of counseling services on the personality structure of the counseling subject has not been possible within the present provisions for evaluation. The information included in this report comes largely from professional staff opinions, a counselee grade study, and newcomer enrollment reports.

Questions for which this report sought answers are as follows:

1. How effective was the reception program for newcomers in these Project schools?

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2. What are the newcomer enrollment trends in Project schools and from what sources do they come?
3. What are some of the basic demographic characteristics of newcomers in Project schools?
4. How effective have counselors been in helping teachers to deal with the abundant behavior and attitude problems in these schools?
5. Are there any benefits evident in the grades of group and individual counseling subjects?
6. Is there any suggestion in teacher estimates that home-school communication has been facilitated?

I. METHOD

A. Teacher Questionnaire

A teacher questionnaire was devised to sample the opinions of the faculties at the Project elementary schools relative to the counseling services which they had received. These teachers were asked to indicate whether they had received services in a number of areas and, in those areas where services had been received, to indicate the quality of the services. The questionnaire was designed to reflect areas of service which the counselors had attempted to provide. These included the areas specified in the original proposal to the Ford Foundation. (See attachment number 2)

Teachers at all grade levels in these schools were asked to complete questionnaires since some facets of the counseling program potentially had effects at every grade level. In the examination of this questionnaire it must be remembered, however, that more services were rendered in some areas at specific grade levels than at others. One example of this would be in working with student council and counselor would probably have

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relatively little actual contact with children in the first and second grades.

B. Study of Counselors' Grades

At the end of the 1963-64 school year grades of elementary students who had been in the counseling programs during the school year were collected. A baseline was established at Report period on (October 1963) and notations of change from that period until June were made. For present purposes two analyses were done. An analysis of six academic subject areas was made through the use of a grade point average. The other analysis utilized only behavior grades since, in most cases, counselors were dealing with children manifesting behavior problems. Six academic grades were specified as reading, language, spelling, arithmetic, social studies and listening. A five point scale was used in computations and analysis. A. U (unsatisfactory grade) received a zero equivalent; an N (needs improvement grade) received a one equivalent; and S (satisfactory grade) received a two rating; a G (good grade) received a three rating; and an E (excellent grade) received a four rating.

A total of fifty-one counseling subjects, who were considered to be regular recipients of counselors' services, were included in this grade analysis. A control group was devised in the following manner. A random selection of every sixth report card in the teacher's report card packet was selected as a control subject. This was done in each classroom which had one or more counseling subjects. A total of 75 of these report cards were used as the control sample.

C. Face Sheets on New Families

The counselors completed a face sheet (see attachment #3) on new

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incoming families. Data which were collected by the counselors at these schools on newcomers for 1963-64 are presented in tables in the following sections. Newcomers for the months of September, October, January, February, March, April and May at one school and those in September, October, November and December at the other school were included in the sample. It is felt that these two sub-samples are representative for each school.

D. Enrollment Trends 1962-63

Certain basic descriptive information concerning the month-by-month enrollment of newcomers at each of the Project schools is included as obtained from official enrollment figures.

E. Seventh Grade Newcomer Questionnaire

A sample of newcomer students for the first three months at Madison Junior High School were asked to respond to a questionnaire presented to them in the fall. These students represent the seventh, eighth and ninth graders who were given Project-provided reception services during these months. More students than this received these services, but were not present at the time when this questionnaire was administered.

IV. RESULTS

A. Newcomer Reception Services, Enrollments, and Characteristics

Three questions on the faculty questionnaire were expressly designed to ask teachers about the newcomer-oriented services which the counselors provided. It will be noted that between 65% and 76% of the teachers responded that they had received services in one or more of these areas. Of those responding that they had received service in the form of background information on newcomer students, 81% indicated this service had been good, very good, or excellent. Over 50% considered this service to be very good

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or excellent. Of the 33 teachers indicating that they had received the services of a counselor, assuring appropriate placement of new students in classes, 69% of these teachers rated these services good, very good, or excellent. Some 39% of these teachers indicated that they had been very good or excellent. Thirty per cent of these teachers (11) indicated that the services had been fair or poor. These negative ratings may be a reflection of scheduling problems which result because of attempts to maintain balanced class loads.

Ninety per cent of teachers, having received the services of the counselor in enlisting parent cooperation and explaining policy, indicated that they considered the services to be either good, very good, or excellent. In this instance 38% rated the services very good and 26% rated them excellent. This is of particular significance in light of the intentions of the original proposal description, as indicated in the Introduction of this report.

Turning to other sources of information regarding newcomer reception the responses of junior high school students were examined. Fifty per cent of the junior high school students felt that the school was very interested in them when they came to the school the first day. Of the remainder, 28% felt the school had some interest but 22% responded that they felt the school was not very interested in them. The significance of this last response (4 students) is not clear since this perception may be due to a considerable amount of easiness on the part of any new student in a new school.

A tour was provided for each new student and, in some cases, the

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accompanying parents on the first day of their visit. The tour was often used as a transition between the student's completion of necessary registration forms and his or her visit to the appropriate counselor. The primary purpose for this tour was to give the students some information relating to the school complex itself so that they would be more able to find their way around during their first days. Sixty-one per cent of the eighteen students responded that the tour had been of some help in this respect. Only 11% felt that they were "very sure" where places were located after this tour. Thirty-nine per cent still expressed some concern over the location of important places. In the case where a new student was not already programmed he would accompany a student guide in a typical program schedule until a counselor was free. When the scheduling had been done the student guide would make sure that the student found appropriate classrooms and other facilities in the school. Of significance is the fact that 100% of these newcomer students found these guides to be helpful or very helpful.

Of some importance is the fact that 1/3 of the newcomer students related that they had to wait for what they considered a long time before they were registered and processed in school. These students may have considered the completion of registration forms, giving of personal history, and other processing procedures to be quite lengthy rather than the fact that they felt that they had to wait a long time before service was given. This would seem an appropriate interpretation since in almost every case the Project secretary was available within five minutes to begin the processing and interviewing of these students.

The great majority (83%) of the students felt that the classes to which they had been assigned were about right for them with 17% feeling that their

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classes were progressing at too slow a rate.

Two students felt that the counselor had not been able to spend enough time with them in getting acquainted with them but the remainder of the students felt that the right amount of time had been spent in their relationship. It should be mentioned that the Project counselor did not work directly with all of these students and a teaching counselor on a relatively tight schedule had to see many students.

Only one student indicated that he did not feel that he could go back to the counselor should the need arise. Fifty per cent indicated that they felt that the counselor would have enough time to devote to them if there was some need.

It was of some interest to find out how the students felt regarding the help being given in their new class work. Over $2/3$ responded that they received all the help they needed. Two students or 11% felt that they should have received a little more help.

In response to a question about how long it took to make good friends at the new school $2/3$ said within the first week; 22% said that it had taken more than one week and two students said that they still did not have any good friends. Half of the newcomer students said that they had met their friends in classes and suprisingly, $1/3$ said they already had friends at Madison before coming.

On the assumption that many newcomer students had also been received as new students at another school they were asked to rate the treatment they had received this year compared to previous schools. Approximately $1/5$ of them felt that they had been treated better at the Project school; about $1/2$ felt they had received the same treatment at another school; and another $1/5$ felt that other schools had done better in receiving new

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students.

Descriptive information regarding the month-by-month enrollment of newcomers at the three Project schools is presented on the accompanying Tables One through Three which are attached. These data are based on official enrollment records kept in the offices of the three schools for the school year 1962-63. The only two dimensions considered are the month of enrollment and the apparent immediate prior school location. These figures should be prefaced by a statement regarding the "origin" column. It is quite possible that the students who reported in great percentages that their immediate prior school was another Oakland or Bay Area school could have been in that school only a short time. Prior to that they may have come from an encapsulating or disadvantaged environment such as would be the case of a Negro in the south.

These figures do not tell us about the students who have attended a whole series of schools during this or the preceding school year. Some suggestions about the origin tendencies are presented in these tables, however.

Nearly 1/2 of the Madison newcomer students came during the first month. The total volume for the school year is not great, only 106 students. This would be approximately one student every other day or, on a daily basis, 0.6 per day. With the exception of January there is a fairly consistent number being received each month for this year.

The origin of most of Madison's newcomers is other Bay Area or Oakland schools. Seventy-two per cent of these newcomers reported that they had previously been in other California, Bay Area, or Oakland schools.

TABLE 1 MONTH BY MONTH DISTRIBUTION OF NEW ENROLLMENTS AT MADISON JUNIOR HIGH SCHOOL AND ANALYSIS OF GEOGRAPHIC LOCATION OF PRIOR SCHOOL (SCHOOL YEAR 1962-63)

ORIGIN - LOCATION of Prior School	SCHOOL MONTH OF ENROLLMENT											Yearly Totals	
	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUNE	N	%	
1. Southern States	7	0	0	1	2	1	0	1	0	0	12	17%	
2. Border South	5	0	0	0	0	0	0	0	2	0	7	7%	
3. Midwest	0	0	1	0	0	0	0	0	0	0	1	1%	
4. Northwest	0	0	0	0	0	0	0	0	0	0	0	0%	
5. Other California	1	1	0	1	2	2	0	0	0	0	7	7%	
6. Other Bay Area	4	0	0	0	2	1	0	2	1	0	10	9%	
7. Other Oakland	26	4	9	4	8	3	3	2	0	0	59	56%	
8. Other	5	1	0	0	0	0	0	0	2	0	8	8%	
9. Unknown	1	0	0	0	0	1	0	0	0	0	2	2%	
TOTAL OF MONTH	49	6	10	6	14	8	3	5	5	0	TOTAL 106		
PERCENT OF YEAR	46%	6%	9%	6%	13%	8%	3%	5%	5%	0%			

TABLE 2 MONTH BY MONTH DISTRIBUTION OF NEW ENROLLMENTS AT
 STONEHURST ELEMENTARY SCHOOL AND ANALYSIS OF
 GEOGRAPHIC LOCATION OF PRIOR SCHOOL (SCHOOL
 YEAR 1962-63)

ORIGIN - LOCATION of Prior School	SCHOOL MONTH OF ENROLLMENT												Yearly Totals	
	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUNE	N	%		
1. Southern States	3	0	0	0	4	1	0	0	0	0	8	3%		
2. Border South	9	0	4	0	0	0	0	0	0	0	13	4%		
3. Midwest	6	1	1	0	1	1	0	2	0	0	12	4%		
4. Northeast	0	0	3	0	1	0	0	0	0	1	5	2%		
5. Other California	25	12	13	0	9	1	0	3	6	0	69	22%		
6. Other Bay Area	7	6	6	2	6	4	0	5	3	0	39	12%		
7. Other Oakland	29	18	22	5	33	8	18	20	5	0	158	50%		
8. Other	1	0	0	0	4	3	0	1	3	0	12	4%		
9. Unknown	1	0	1	0	0	0	0	1	0	0	3	1%		
TOTALS														
TOTAL FOR MONTH	84	37	50	7	58	18	18	32	17	1	319			
PERCENT OF YEAR	25%	12%	16%	2%	18%	6%	6%	10%	5%	0.3%				

TABLE 3 MONTH BY MONTH DISTRIBUTION OF NEW ENROLLMENTS AT
 SOERANTE PARK ELEMENTARY SCHOOL AND ANALYSIS OF
 GEOGRAPHIC LOCATION OF PRIOR SCHOOL (SCHOOL
 YEAR 1962-63)

ORIGIN - LOCATION of Prior School	SCHOOL MONTH OF ENROLLMENT												Yearly Totals	
	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUNE	N	%		
1. Southern States	2	0	0	0	0	0	0	0	0	0	2	15		
2. Border South	2	2	0	0	0	0	0	0	0	0	4	25		
3. Midwest	1	7	0	0	0	0	0	4	0	0	12	65		
4. Northeast	0	2	0	0	0	0	0	0	0	0	2	15		
5. Other California	5	11	6	6	2	0	4	0	5	0	39	215		
6. Other Bay Area	0	5	1	3	4	0	3	0	0	0	16	95		
7. Other Oakland	3	25	15	8	9	15	10	12	10	1	108	585		
8. Other	0	2	1	1	0	0	0	0	0	0	4	25		
9. Unknown	0	0	0	0	0	0	0	0	0	0	0	05		
TOTALS														
TOTAL FOR MONTH	13*	54	22	17	16	16	17	16	15	1	087			
PERCENT OF YEAR	75	295	125	95	95	95	95	95	85	0.55				

(*There were also 96 new kindergarten enrrs. They were not
 considered newcomers in this analysis)

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The vast majority of these students had been in previous Oakland schools. Since most all of these newcomers were Negro students, those coming from southern states or states bordering the south were of particular interest. Eighteen per cent, or nineteen students, reported this point of origin. Of those nineteen coming from southern states or states bordering the south, twelve of them had arrived in September.

Table 2 relates to the newcomer incidence at Stonehurst Elementary School. This is the school of greatest newcomer incidence of the three Project schools. Again the percentage of students coming from other Bay Area or Oakland schools is very high. In this case it is 82% of the students fall in this category. Only 7% of the newcomer students reported that they had come from southern states, or southern border states. In terms of numbers this was twenty-one cases. Again the majority of these southern state new enrollees came in the beginning month of school. The numerical load ranging from one in June to 81 in September is large. . . On the average nearly two new students enrolled every day at Stonehurst Elementary School during the entire year. The months of September, November and January stand out particularly. These were months in which the number of new students stand out particularly. These were months in which the number of new students far exceeded two per day. Excluding September during which one expects a large number of newcomers, it can be seen that large numbers of these students are arriving every month. The receipt of over 300 new students out of a total population of approximately 900 in the school speaks clearly of the magnitude of the mobility rate.

Turning now to Sobrante Park Elementary School, Table 3 presents a

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similar picture but with a few exceptions. The load in September was considerably lower percentage wise and numerically than at either of the other schools. October, however, and November both had considerable numbers of newcomers. Nearly one per day was received throughout the entire year. The origin of these students appears to be overwhelmingly from other California, Bay Area, or Oakland schools. In this case the figure was 88%. Only 3% of the students at Sobrante Park Elementary School reported as having come from southern schools.

It was mentioned that certain questions relating to the longitudinal look at school attendance history of these students was not possible in these figures. An attempt was made to obtain this information during the present school year (1963-64) but various problems precluded the satisfactory completion of this study and it is therefore not reported. Certain other bits of information obtained in interviews with newcomer parents and students will be presented in the tables which follow.

Table 4 relates to the intactness of the family units. It is noted that 68% at one school and 79% at the other school reported that there were two parents present in the home-one or both of whom were natural parents. Approximately 20% of the newcomers at each school were from families which had only one parent present. Students who were living with relatives or in foster home situations accounted for 10% of the newcomers at one school and only two percent at the other school. Summing the percentages receiving the ratings of one, two or three gives an index of homes which were apparently disturbed in their intactness. Thirty-two per cent of the newcomers at one school and 21% of the newcomers at the other school fell into this sub-grouping.

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TABLE 4 INTACTNESS OF NEWCOMER FAMILY UNITS

Rating		NEWCOMERS			
		Sobranste		Stonehurst	
		N	%	N	%
5	Both natural parents	37	51%	33	64%
4	One natural- one step parent	12	17%	8	15%
3	One natural parent	16	22%	10	19%
2	With relative(s)	4	6%	1	2%
1	Poster home, etc.	3	4%	0	0%
TOTALS		72		52	

Table 5 elaborates to some extent on the family structure. Approximately 80% of the homes had two parents in them even though not all of these were natural parents. The family size was of some interest since 66% at one school and 64% at the other school had four or more children. Sixteen per cent at both schools had six or more children. This exceeds city or Project averages.

TABLE 5 NEWCOMER FAMILY SIZES

Number of Members	Adults				Children			
	Sobranste		Stonehurst		Sobranste		Stonehurst	
	N	%	N	%	N	%	N	%
9	0		0		0	0	2	4%
8	0		0		2	3%	1	2%
7	0		0		55	7%	1	2%
6	0		0		4	6%	4	8%
5	0		0		13	18%	8	15%
4	0		0		17	24%	12	23%
3	0		0		20	28%	8	15%
2	56	78%	42	79%	9	13%	10	19%
1	16	22%	10	21%	2	3%	6	12%
TOTALS	72		52		72		52	

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The fact that one school is predominantly Negro and the other is mixed in its racial composition is reflected in the newcomer figures. Eighty-one per cent of the newcomer families at Sobrante School were Negro. Forty-two per cent at Stonehurst were Negro families. Only 15% of the Sobrante newcomer families were observed to be caucasian while 44% of the Stonehurst group were in this category. Fourteen per cent of the Stonehurst newcomer families were described in some other category, such as Spanish, Oriental, and other racial sub-groups.

TABLE 6 RACE OF NEWCOMERS

	Sobrante		Stonehurst	
	N	%	N	%
Negro	58	81	22	42
Caucasian	11	15	23	44
Spanish (name)	3	4	1	2
Oriental	0	0	1	2
Philippino	0	0	0	0
Other	0	0	5	10
TOTALS	72		52	

Table 7 relates to the place of birth of students and parental figures. Sixty-four per cent of the Sobrante newcomers and 35% of the Stonehurst students were reported to have been born in California or the Bay Area. Looking at those students born in Southern states or states bordering the South, we find that 23% of Sobrante Newcomer students and 8% of Stonehurst newcomer students were reported to have been born in these states. The picture is different however for the adults. Between 40% and 69% of the parents were born in Southern states or states bordering the South.

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The only other location of birth deserving note would be the mid-western category. Between 10% and 15% of the adults and 7% and 6% of the children were reported to have been born in this location.

TABLE 7 PLACE OF BIRTH OF NEWCOMER STUDENT AND THEIR PARENTAL FIGURES

Birthplace	Sobrante		Stonehurst		Sobrante		Stonehurst		Sobrante		Stonehurst	
	Student		Mother		Father							
	N	%	N	%	N	%	N	%	N	%	N	%
Bay Area	42	58	5	10	3	4	0	0	0	0	0	0
Other California	4	6	13	25	1	1	10	19	2	3	8	15
Southern States	9	13	2	4	22	30	11	21	24	33	11	21
States Bordering South	7	10	2	4	28	39	11	21	18	25	10	19
Northeast	4	6	1	2	2	3	4	8	1	1	0	0
Midwest	5	7	3	6	8	11	8	15	9	13	5	10
Southwest	0	0	1	2	2	3	0	0	1	1	1	2
Northwest	0	0	0	0	0	0	1	2	0	0	1	2
Other	1	1	3	6	3	4	3	6	5	7	2	4
Not Reported or Absent	0	0	22	42	3	4	4	8	12	17	14	27
TOTALS	72		52		72		52		72		52	

The educational level of the parental figures may be of some importance in examining the probable environmental conditions in the homes of these newcomers. The assumption here is that those parents having higher educational levels will be more interested in satisfactory behavior patterns in school, will have more of the skills needed to help their students, and will be more interested in attaining full educational experiences for their children.

Table 8 presents a picture indicating that the mothers, on the whole,

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have received considerably more education than the fathers. Forty-six per cent at one school and 47% at the other school reported having attended four years of high school or more. The corresponding figure for fathers are 35% at one school and 21% at the other school. A large number of paternal education levels are not reported and a number of the father figures were reported absent at both schools. These facts would therefore cast some suspicion on the accuracy of information available on the fathers.

TABLE 8 EDUCATIONAL LEVEL OF NEWCOMER MATERNAL AND PATERAL FIGURES

	Maternal				Paternal			
	Sobranste		Stonshurst		Sobranste		Stonshurst	
	N	%	N	%	N	%	N	%
College - 4 yrs. or more	2	3	0	0	2	3	0	0
College - 1-3 yrs.	5	7	6	12	7	10	4	8
High School - 4 yrs.	26	36	18	35	16	22	7	13
High School - 1-3 yrs.	15	21	19	37	8	11	15	29
Elementary - 8 yrs.	3	4	2	4	7	10	3	6
Elementary - 5-7 yrs.	5	7	1	2	3	4	2	4
Elementary - 1-4 yrs.	1	1	0	0	0	0	1	2
No School Completed	0	0	0	0	0	0	1	2
Not Reported	12	17	6	12	12	17	9	17
Member Absent	3	4	0	0	17	24	10	19
TOTALS	72		52		72		52	

Approximately the same percentages of fathers were reported to be employed fulltime at both schools. These figures are probably underestimations of the true percentage of fathers working since 26% of the fathers at one school and 19% of the fathers at the other school were reported as

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not present. What these figures do represent are those fathers who are present and who are working. The unemployment rate (very simply defined) at one school was 1% and at the other school 10%. Only one father at each school was reported being on Welfare.

Turning to mothers we find that approximately the same number of mothers in each school's newcomers groups are reported to be employed fulltime. A greater percentage was reported being on welfare at Sobrante Park.

TABLE 9 EMPLOYMENT STATUS OF PARENTAL FIGURES

	Paternal				Maternal			
	Sobrante		Stonehurst		Sobrante		Stonehurst	
	N	%	N	%	N	%	N	%
Employed fulltime	45	63	35	67	13	18	9	17
Employed - part time or seasonal	1	1	0	0	2	3	0	0
Unemployed	1	1	5	10	0	0	0	0
Housewife	N/A	-	N/A		38	53	40	77
Welfare	1	1	1	2	8	11	3	6
Not Reported	5	7	1	2	8	11	0	0
Member Absent	19	26	10	19	3	4	0	0
TOTALS	72		52		72		52	

Since over 1/4 of the housing characteristics information was not recorded on the Stonehurst newcomers housing characteristics *comment is made on* Sobrante Park newcomers only. Of this group nearly 60% were reported living in single dwellings with the remainder of the reported cases occupying multi-dwellings. Of the cases reported only 5% were found to be three rooms

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or less with approximately 60% of the housing facilities containing five or more rooms. The vast majority of these housing units had two or more bedrooms with 40% having three or more bedrooms. None of the newcomers reported owning their own homes. Twenty-eight per cent however were reported as buying their homes which would give some indication of stability. At least fifty percent of the newcomer families reported renting. Very few reported paying less than \$80 per month and over 1/2 fell into the category of \$80 and \$99. Thirteen per cent reported their monthly payment for housing to be over \$100. It will be observed that a sizeable proportion of information in this category is not available. From the information available on the condition of housing units, it appears that the housing of the newcomer families is in good condition. (NOTE: See Table 10 on following page.)

It should be noted that some of the data in the preceding seven tables are to be accepted with some reservation because of the incompleteness of the information available in certain categories.

B. Consultive Services with Teachers

A number of questions on the faculty questionnaire relate to consultive services to teachers. It will be noted from Attachment 2 that large percentages of teachers indicated that they had received help in all of the areas elicited by the question stems. It should not be expected that every teacher would have had every type of service offered, however. A teacher may have had no call for having a counselor contact another community agency because of a student problem. The purpose in the presentation of these figures has been to indicate the relative frequency of services in various areas and to get some estimate of how valuable teachers felt they were. Item by item comment will not be made; instead the questionnaire has been attached for the reader's own inspection. One

TABLE 10 INFORMATION RELATIVE TO HOUSING OF
NEWCOMERS

HOUSING CHARACTERISTICS	SOBRANTE NEWCOMERS		STONEHURST NEWCOMERS ⁴	
	N	%	N	%
TYPE: Single Dwelling	42	58	17	33
Multiple Dwelling	27	38	21	40
Not Reported	3	4	14	27
SIZE: 3 Rooms	4	6	1	2
4 "	17	24	0	0
5 "	34	47	4	8
6 "	8	11	0	0
Not Reported	9	13	47	90
BEDROOMS:				
One	3	4	5	10
Two	31	43	30	58
Three	28	39	7	13
Four	1	1	0	0
Not Reported	9	13	10	19
OWNERSHIP:				
Own	0	0	1	2
Buying	20	28	6	12
Renting	36	50	32	62
Not Reported	16	22	13	25
PAYMENTS:				
Less than \$20	0	0	0	0
\$20 - 39	0	0	0	0
\$40 - 59	2	3	0	0
\$60 - 79	4	6	4	8
\$80 - 99	42	58	25	48
\$100 - 149	9	13	6	12
\$150 - More	0	0	0	0
No Cash Rent or Payment	2	3	0	0
Not Reported	13	18	17	33
CONDITION OF HOME:				
Excellent	0	0	0	0
Good	58	81	0	0
Fair	4	6	0	0
Poor	1	2	0	0
Very Poor	0	0	0	0
Not Reported	9	13	12	100

*The reader will observe that a major portion of the information for the Stonehurst group was unavailable.

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general comment relating to these ratings of service would be that these ratings are very positive. Some teachers have indicated that the services which they received were fair, but none indicated poor rating. The majority of ratings fell in the categories of very good or excellent.

C. Services to Children

A portion of the questionnaire relates to the counselors' work with the total school student bodies ^{as well as} those individual students manifesting particularly severe disturbances. Approximately 1/3 of the teachers indicated that their students had been involved in one of these general or individual programs. The fact that the percentages were not higher is not surprising since many of these activities relate to total school projects which would naturally involve more older children than younger. Others of these services to students involve dealing with behavior difficulties often more evident in the upper grades. Again, 50% or more of all ratings were in the categories of very good or excellent. There were no "poor" ratings and only a very few "fair" ratings. ^P Well over a thousand student contacts were reported by the Madison Junior High School counselor. Of the 1,091 such contacts which he reported making 608 (56%) were initiated at the request of a teacher, 200 (18%) were at the request of a student, and 283 (26%) as the result of the counselor's request. Obviously many of the seventh graders (^{out of} approximately 300) were seen a number of times. The point is, however, that this number of contacts is far greater than is possible under the usual counseling period allotments in the district. The Project funds provided well over a 100% addition to the counseling time allotment at the seventh grade level.

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D. Community-School Communication

The major information relating to the counselors' facilitating school-community communication also comes from the teacher questionnaire had items regarding telephone contacts with parents, making home visits, and being available for parent consultation. There are questions on the teacher questionnaire which relate to these areas and, again, a considerable number of teachers indicated that their students and/or parents had received services in these areas. The favorable ratings would indicate that these services had been of value in the estimation of the teachers responding.

The Madison Junior High School counselor kept the following notations of activities aimed, in large part, at improving community school communication and understanding. Similar activities were initiated and supervised by the Project elementary school counselors.

Summary of Parent-Community Activities
1963-64 Madison Junior High School

1. September orientation activities
63 Parents
225 Students
2. Programming seventh grade newcomer students and individually interviewing parents
65 (approximately)
3. Four newcomer student follow-up meetings
4. Two meetings with all newcomer parents and community leaders
5. Home visits -- 43 cases
6. Parent conferences -- 170
(45 at teacher request; 20 at parent request;
105 on counselor's own initiation)

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7. Parent group meeting -- 8 meetings involving 86 parents.
Met in small groups to discuss topics;
scholarship, citizenship, materials being
used in classrooms, school programs,
counseling services.

E. Grade Tendencies in Counseling Students

A final portion of information which is available relates to the grades received by counselees in academic and citizenship areas. This information is presented on tables 11 and 12 which follow. It was not possible to select a control group which would match the counselees in terms of similarly manifesting behavioral difficulties. Since no such comparison group was available, a random selection of students was obtained as described in the section on "Method".

TABLE 11 COMPARISON OF ACADEMIC GRADE POINT AVERAGES FOR
PROJECT COUNSELEES (GRADES 2 THROUGH 6) AND RANDOMLY
SELECTED COMPARISON GROUP (GRADES 2 THROUGH 6)

		Grade Point Average for Report Period 1 (October, 1963)	Changes in Grade Point Average - (Grade Point Average in June minus Grade Point Average in Oct.)
All Counselees at Both Project Schools	MEAN S. D. N	1.72 0.48 51	-0.003 0.38 51
Control Group Random Sample	MEAN S. D. N	1.99 0.48 75	+0.17 0.37 75
DIFFERENCE BETWEEN MEANS		0.27	0.173
CRITICAL RATIO		2.93	2.55

On a four-point scale, counselees at the two schools had an average academic grade point average of 1.72 somewhat below the mid-point of the satisfactory grade level. The bottom limit of a satisfactory grade

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Category would be at 1.5; the upper limit at 2.5. Looking horizontally, it will be noted that a very small decrement in grade point average took place in this group. The control group began the school year with slightly higher grade point averages. The grade point averages of this group increased slightly. The critical ratios presented at the bottom of the table indicate that there is a significant difference between the initial mean grade point averages for the two groups. The change in grade point average for the control sample was significantly better than for the counselee group.

The counseling efforts were largely directed toward achieving acceptable behavior i.e. that which would allow continued satisfactory attendance in regular classroom situations. Citizenship grades, therefore, may be considered to be appropriate indices of success in achieving some of the counseling goals.

TABLE 12 CITIZENSHIP GRADES OF COUNSELING STUDENTS AT
PROJECT ELEMENTARY SCHOOLS AND A CONTROL SAMPLE

Change in Grade From Grade Period I To Grade Period IV	Counselees		Control Group	
	N	%	N	%
Improved Grades At Period IV	17	33	21	28
No Change In Grades At Period IV	25	50	45	60
Poorer Grades At Period IV	9	17	9	12
TOTALS	51	100	75	100

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Seventeen of the fifty-one counseling students were noted to have improved in citizenship grades at the end of the year. In 25 cases no change was evident and in 9 cases there had been some drop. In an attempt to see whether this deviated from a normally expected pattern a chi-square test of significance was computed. The value of this figure was 1.601 which fails to establish a significant difference between the counseling and control groups in distribution of grade changes.

V. DISCUSSION

The responses of teachers and students to the reception services for newcomers indicate a positive acceptance of this program. Ratings of effectiveness given by teachers are high and there were comments indicating a desire for a continuation of these services. Of the reception services at the junior high school level the student guides appeared to be the best received by newcomers students.

There is a strong suggestion that teachers have shared in the responsibility for aiding new students to adjust to new school surroundings in the student questionnaire responses. These students, for the most part, indicated receiving adequate help with new course work. Junior high school newcomers also related that their parents considered the school to be "interested" in its new students.

The newcomer enrollment load is considerable size at all three Project schools but particularly at Stonehurst. Although the percentage figures do

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vary from month to month, the actual or numerical load would indicate an ever-present need for providing for the receipt of newcomers.

Between $1/5$ and $1/3$ of the newcomer families are atypical in one sense or another. The families are larger than is typical in the project area. A large percentage of the newcomer parents were born in Southern states or states bordering the south. Only a few children were born in these areas.

The vast majority of the families new to these schools have lived for some period of time elsewhere in Oakland. Many others have lived in other parts of the Bay Area and/or California. These facts are apparent from the records of previous school enrollments reported.

Less than one-half of the mothers in school newcomer families have completed high school. Only about one-third of the fathers have this much education. As far as can be determined from the data, there is less unemployment among the newcomer male heads of households than was characteristic of the Project area in the 1960 census. The fact that $1/4$ reported that they were buying homes would suggest plans for staying in the area for some time.

The teacher evaluation of the value of the counselor's consultative services is very positive. The majority of the ratings were in the categories of "very good" and "excellent".

Although it cannot be said that the counselees manifested impressive increments in academic or behavior grades, it will be noted that they did not go down in these areas. This would have particular meaning if one accepted an assumption that there was a negative expectancy or prognosis for these students. In other words, students manifesting behavior problems might be expected to become more and more alienated from the school objectives and activities. Consequently, their grades might be expected to reflect increasingly their

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disinterest, uncooperativeness, and lack of participation. If this negative expectancy, which has been discussed by many, is true the fact that the counselee grades did not decline could be some indication of the success of the counseling program.

VI. CONCLUSIONS

- A. Counseling services in the area of newcomer reception provided by Project staff have been rated highly. They have been considered effective by the professional staffs at the elementary schools.
- B. Newcomer enrollment trends indicate that the vast majority of the families are not new to the city or Bay Area at the time they were received in Project schools.
- C. A significant portion of the newcomer students' families are not totally intact in the sense of having two natural or step parental figures present.
- D. There are a large number of newcomers in the Project area, particularly at Stonehurst elementary school. The magnitude of the newcomer load would warrant continued provisions for newcomer reception services.
- E. At present, no trends toward better or poorer grades may be noted for counseling subjects.
- F. Teachers estimate that the counselors have augmented home-school communication considerably.

ROUGH DRAFT

9/11/64

d

MADISON JUNIOR HIGH SCHOOL

Dear Student,

We are very interested in finding out how new students feel about Madison Junior High School on their first few days in the school. Would you please give your own personal feelings about this? Give your grade and the date but do not give your name. Say how you really feel.

Sincerely,

Mr. CARTER, Counselor

GRADE _____

DATE _____

1. On your first day at this school, did you have a feeling that people were:
(50%) 79 Very interested in you?
(28%) 5 A little interested in you?
(22%) 14 Not very interested in you?
2. After the tour of the school on the first day of school, how did you feel about knowing where things were located?
(11%) 2 Very sure about where places were.
(50%) 9 Some idea of where things were.
(22%) 14 Little idea about where things were.
(17%) 3 Confused by the tour.
3. How did you feel about having a Student Guide to meet you?
(67%) 12 Very helpful
(33%) 6 Helpful
(0%) 0 Helped a little, but could have gotten along just as well without the guide.
(0%) 0 No help at all
4. When you came to register at this school, how long did you have to wait?
(33%) 6 Waited a long time.
(50%) 9 Waited a little while.
(17%) 3 Was helped right away.

5. Are the classes you were assigned to:
- (0%) ☒ 0 Too fast for you?
 - (83%) ☒ 15 Just about right for you?
 - (17%) ☒ 3 Too slow for you?
6. How did you feel about the amount of time which the counselor spent with you?
- (11%) ☒ 2 Did not spend enough time with me to get acquainted with me.
 - (89%) ☒ 16 Spent about the right amount of time with me.
 - (0%) ☒ 0 Counselor could have done the whole thing faster.
7. How do you feel about the counselor now?
- (50%) ☒ 9 I could go back and get help if I needed to talk with someone.
 - (44%) ☒ 8 I could go back if I had an important reason.
 - (6%) ☒ 1 The counselor probably doesn't have time to see me.
8. How much help did the teacher give you in getting used to the new class work?
- (67%) ☒ 12 All the help I needed.
 - (22%) ☒ 4 Some help.
 - (11%) ☒ 2 Should have helped me more.
9. How long was it before you felt you had one or more good friends here?
- (67%) ☒ 12 Within the first week.
 - (22%) ☒ 1 It took more than one week.
 - (11%) ☒ 2 I still don't have any good friends.
10. How did you meet your friends?
- (6%) ☒ 1 The Student Guide became my friend.
 - (11%) ☒ 2 The Student Guide introduced me to my present friends.
 - (50%) ☒ 9 I met my friends in classes.
 - (33%) ☒ 6 I already had some friends here at Madison.
 - (0%) ☒ 0 I haven't met any friends.

11. If you have been a new student at other schools, how does the treatment you received here compare with other places?

(22%) ☒ 4 Much better.

(50%) ☒ 9 About the same.

(22%) ☒ 1 Not as good.

(6%) ☒ 1 No Response.

12. How do your parents feel this school receives its new students?

(67%) ☒ 12 They feel this school is very interested in its new students.

(28%) ☒ 5 They feel that this school is just about as interested as any school.

(0%) ☒ 0 They feel that this school is not very interested in new students.

(6%) ☒ 1 No Response.

**OAKLAND PUBLIC SCHOOLS
OAKLAND INTERAGENCY SCHOOL PROJECT
FACE SHEET**

COMPLETION DATE

INTERVIEWER

(1) NAME: LAST		FIRST	MIDDLE	☐ P ☐ F	ALSO KNOWN AS	
RESIDENCE ADDRESS			PHONE NUMBER	RACE	DESCENT	DATE OF BIRTH
PLACE OF BIRTH	RELIGION (DENOMINATION)		NAME OF CHURCH ATTENDING		☐ REGULAR ATTENDANCE ☐ SUNDAY SCHOOL ☐ PERIODIC ATTENDANCE ☐ NO ATTENDANCE	
SCHOOL ATTENDING	PRESENT GRADE	NAME OF TEACHER			ENROLLMENT DATE	
NAME OF PERSON (LEGAL CUSTODY)		RELATIONSHIP	ADDRESS		FAMILY PHYSICIAN OR HEALTH PLAN	

PATERNAL FIGURE IN HOUSEHOLD				MATERNAL FIGURE IN HOUSEHOLD			
(2) NAME: LAST		FIRST	MIDDLE	(3) NAME: LAST		FIRST	MIDDLE
RELATIONSHIP	TIME IN PRESENT FAMILY YRS NOS		DATE OF BIRTH	RELATIONSHIP	TIME IN PRESENT FAMILY YRS NOS		DATE OF BIRTH
PLACE OF BIRTH	RACE	DESCENT		PLACE OF BIRTH	RACE	DESCENT	
HIGHEST EDUCATION COMPLETED	RELIGION	OCCUPATION		HIGHEST EDUCATION COMPLETED	RELIGION	OCCUPATION	
EMPLOYER OR SOURCE OF INCOME		AMOUNT OF INCOME		EMPLOYER OR SOURCE OF INCOME		AMOUNT OF INCOME	

(4) NAME OF NATURAL FATHER (IF NOT ABOVE)				(5) NAME OF NATURAL MOTHER (IF NOT ABOVE)				MAIDEN NAME
CURRENT ADDRESS		CITY	SOC. SEC. NO.	CURRENT ADDRESS		CITY	SOC. SEC. NO.	
RACE	DATE OF BIRTH	PLACE OF BIRTH	INCOME	RACE	DATE OF BIRTH	PLACE OF BIRTH	INCOME	
ABSENT FR. FAM. YRS NOS	CURRENT STATUS: ☐ REMARRIED ☐ DIVORCED ☐ SEPARATED		☐ REMARRIED ☐ ABANDONED ☐ DECEASED ☐ OTHER:	ABSENT FR. FAM. YRS NOS	CURRENT STATUS: ☐ REMARRIED ☐ DIVORCED ☐ SEPARATED		☐ REMARRIED ☐ ABANDONED ☐ DECEASED ☐ OTHER:	

OTHER FORMER PATERNAL FIGURES				OTHER FORMER MATERNAL FIGURES			
NAME	RELATIONSHIP	DATES FROM TO		NAME	RELATIONSHIP	DATES FROM TO	
(6)				(9)			
(7)				(10)			
(8)				(11)			

OTHER MEMBERS OF THE HOUSEHOLD				
	RELATIONSHIP	DATE OF BIRTH	PLACE OF BIRTH	SCHOOL AND GRADE OR EMPLOYMENT
(12)	☐ N ☐ F			
(13)	☐ M ☐ F			
(14)	☐ M ☐ F			
(15)	☐ M ☐ F			
(16)	☐ M ☐ F			
(17)	☐ M ☐ F			
(18)	☐ M ☐ F			
(19)	☐ M ☐ F			
(20)	☐ M ☐ F			

EVALUATION OF ELEMENTARY SCHOOL COUNSELING SERVICES

Attachment #2

Some of the services which the Project Counselor has provided at this school have been primarily services to teachers. Other services have been primarily services to children. It is difficult to separate some services which the counselor may have provided into one category or the other but such an arrangement has been made in the presentation of the questions below.

1. Please indicate which services were provided to you (or the children of your class) by circling "yes" or "no" in the column headed with "Have you had services in this area?".

2. In those areas in which you indicated some services were rendered to you, please give a rating to indicate "how good" or "how valuable" you felt these services were. Please rate every area in which you have had any service. It will provide the counselor with valuable feed-back information which will be helpful in planning future services.

PART I: SERVICES TO TEACHERS

AREA OF SERVICE TO BE RATED	Have you had services in this area?	How would you rate these services?				
		Excellent	Very good	Good	Fair	Poor
Providing background information useful in working with new students	37 YES 10 NO (37%) (20%)	7 (19%)	12 (32%)	11 (30%)	7 (19%)	0 (0%)
Helping teacher by assuring class place- ment of new students in classes reading at the level of the new student	33 YES 11 NO (65%) (22%)	4 (12%)	9 (27%)	10 (30%)	9 (27%)	1 (3%)
Enlisting the cooperation of parents of newcomers by explaining the policies and programs of the school	39 YES 7 NO (76%) (14%)	10 (26%)	15 (38%)	10 (26%)	4 (10%)	0 (0%)
Making home visits in cases of special needs and problems	37 YES 12 NO (73%) (24%)	14 (38%)	16 (43%)	4 (11%)	3 (8%)	0 (0%)
Making telephone con- tacts with parents in cases of special pro- blems and needs	35 YES 10 NO (69%) (20%)	11 (31%)	14 (40%)	9 (26%)	1 (2%)	0 (0%)
Counselor holding cooper- ative parent conferences with the teacher included	9 YES 34 NO (18%) (67%)	3 (33%)	2 (22%)	2 (22%)	2 (22%)	0 (0%)
Counselor conferring with parents at times when teacher is not free	28 YES 16 NO (55%) (31%)	9 (32%)	11 (40%)	7 (25%)	0 (0%)	0 (0%)
Contacting other school agencies in cases of special need	17 YES 23 NO (33%) (45%)	3 (18%)	7 (41%)	7 (41%)	0 (0%)	0 (0%)
Contacting other com- munity agencies in cases of special need	17 YES 23 NO (33%) (45%)	4 (24%)	8 (47%)	3 (18%)	1 (6%)	0 (0%)
Making self available for counseling and guidance at times when teacher otherwise engaged	30 YES 12 NO (59%) (24%)	14 (47%)	7 (23%)	8 (27%)	0 (0%)	0 (0%)
Holding conferences with teachers for dis- cussion and interpre- tation of cases	33 YES 11 NO (65%) (22%)	10 (20%)	10 (30%)	10 (30%)	2 (6%)	0 (0%)

COMPLETION DATE

NAME OF PUPIL:

IS FAMILY KNOWN TO: (HAS THE FAMILY OR ITS MEMBERS UTILIZED ANY OF THE FOLLOWING SERVICES)

SERVICE	UTILIZED
HEALTH DEPARTMENT	☐
WELFARE DEPARTMENT	☐
RECREATION DEPARTMENT	☐
SCHOOL DEPARTMENT	☐
POLICE DEPARTMENT	☐
PROBATION DEPARTMENT	☐
CALIFORNIA YOUTH ACH. DEPARTMENT	☐
OTHER: DEPARTMENT	☐

TYPE OF DWELLING: ☐ SINGLE UNIT ☐ HOUSING PROJECT ☐ OTHER: ☐ MULTIPLE UNIT ☐ TRAILER COURT

SIZE: ☐ TOTAL NO. OF ROOMS ☐ NUMBER OF BEDROOMS ☐ NO. OF ROOMS USED AS BEDROOMS

OWNERSHIP: ☐ BUYING ☐ RENT FREE ☐ RENT ☐ OTHER: ☐ PAYMENT

CONDITION OF HOME (COMMENT ABOUT CLEANLINESS, UPKEEP, ADEQUACY)

PREVIOUS ADDRESS	CITY	FROM	DATE	TO	FORMER SCHOOLS ATTENDED	CITY	GRADE	FROM	DATE	TO

ADDITIONAL INFORMATION (ENTER CHANGES SUCH AS BIRTHS, DEATHS, DEFECTION, CHANGE IN ADDRESS, ETC.)

Evaluation of Elementary School Counseling Services (continued)

(Attachment #2)

PART II: SERVICES TO CHILDREN

AREA OF SERVICE TO BE RATED	Have your students had services in this area?	How would you rate these services?				
		Excellent	Very good	Good	Fair	Poor
Helping students to build interest and skills in leadership through student council	30 16 YES NO (59%) (31%)	11 (37%)	10 (33%)	7 (23%)	0 (0%)	0 (0%)
Helping to build school pride, morale, and spirit in the students	35 10 YES NO (69%) (20%)	10 (29%)	13 (37%)	8 (8%)	2 (2%)	0 (0%)
Helping students learn to solve problems through student council	24 18 YES NO (47%) (35%)	8 (33%)	8 (33%)	3 (13%)	2 (8%)	0 (0%)
Helping students with problems by providing an accepting figure with whom to identify	28 13 YES NO (55%) (26%)	5 (18%)	12 (43%)	6 (21%)	2 (7%)	0 (0%)
Helping students by providing an opportunity to release pent-up feelings	38 7 YES NO (75%) (14%)	14 (37%)	12 (32%)	8 (21%)	2 (5%)	0 (0%)
Helping students to understand the policies and goals of the school	31 12 YES NO (61%) (24%)	8 (26%)	11 (35%)	7 (23%)	3 (10%)	0 (0%)
Helping students by building better self- confidence	37 8 YES NO (73%) (16%)	7 (19%)	16 (43%)	9 (24%)	4 (11%)	0 (0%)
Helping students by promoting better peer understandings and relationships	32 11 YES NO (63%) (22%)	6 (19%)	11 (34%)	10 (31%)	3 (9%)	0 (0%)
Other ways in which the counselor was of service to children- (please specify)						
Excursions		1				

ADDITIONAL TAB -FACULTY QUEST. (Counseling) STONEHURST

COMMENTS: (rating marked poor on area of service 2) No criticism of councilor-
this system perpetuates 1 teacher having only top-medium-or bottom
students.

Not enough release of pent up feelings in counselors office and too
much in my classroom!

The tutoring service has been of great value to 2 of my real problem
children

She was able to relate to and aid both the children and their parents(R.Love)

Increased their appreciation of the finer arts.

She would call them out of class at teachers request and discuss with
them a problem that needed solving now. Not taking notes home. Not
giving parents report cards.

(rating marked fair on area of service 2) Because book is the same,
but what is expected from a book varies so from teacher to teacher.

The child-help program provided by 5th & 6th Grade children for the
1st Grade children has been most productive-